Eastern Illinois University
Early Childhood, Elementary, and Middle Level Education
ELE5260 Advanced Developmental Reading

Credit Hours: 3 semester hrs.
Prerequisites: ELE3280 or ELE3281, MLE4280 or equivalent. Permission of the chair if prerequisite is not met.
Instructor: Gail Lockart
Office: BB 2207
E-mail: gmlockart@eiu.edu
Office Hours: 2-4 (M,W); 4-5 (T)
Phone: 581-7884 (office), 345-3771 (home)
Class Meetings: W (4:30-7 p.m.) BB 1441

Unit Theme:
Educator as a Creator of Effective Educational Environments: Integrating Students, Subjects, Strategies, and Societies

Graduate Mission Statement:
The Department of Early Childhood, Elementary, and Middle Level Education seeks to advance scholarly preparation by providing quality teaching and promoting excellence in research/creative activity in order for graduate students to exemplify best teaching practices for children from birth through age fourteen.

The Department is dedicated to the preparation of knowledgeable citizens of the 1st century and seeks to empower individuals to meet the challenges faced by professional educators in a rapidly changing society. Candidates for the Master of Science in Education Degree will be prepared to teaching diverse environments recognizing multiple pathways of learning.

The Department is committed to enhancing the graduate academic experience in order to create educators who can function effectively in a culturally diverse, technologically advanced, and global environment in order to engage learning at all levels.

Outcomes for all Graduate Level Students at Eastern Illinois University:
1. possess content knowledge including effective technology skills and ethical behaviors
2. engage in critical thinking and problem solving
3. exhibit effective oral and written communication skills
4. engage in advanced scholarship through research and creative activity
5. demonstrate an ability to work with diverse clientele, recognizing individual differences
6. collaborate and create positive relationships within the school community and profession in which they work

Course Description: A study of current issues in reading instruction, including a contemporary view of literacy processes, goals of reading instruction, approaches to instruction, and assessment procedures.

Rationale/Purpose This course is intended to extend students’ basic understanding of literacy instruction, including critical evaluation of trends and issues. It is required for those pursuing a M.S. in Elementary Education.

Course Goal: To provide teachers with effective practices that has been substantiated by research findings

Model of Teaching:
Social Models: Building the Learning Community
When we work together, we generate a collective energy that we call synergy. The social models of teaching are constructed to take advantage of this phenomenon by building learning communities. Essentially, “classroom management” is a matter of developing cooperative relationships in the classroom. The development of positive school cultures is a process of developing integrative and productive ways of interacting and norms that support vigorous learning activity. (p. 28-30)

**Textbook:**

**OUTCOMES SPECIFIC TO ELE5260:**
- Analyze current curricular, instructional, and legal issues in education. Synthesize knowledge gained from published research in education on curricular, instructional, and legal issues.
- Engage in reflective inquiry about program and practice.
- Apply knowledge gained from published research in education to current curricular instructional, and legal issues.
- Design programs, curriculum, and strategies based on the current body of professional research and best practices.
- Differentiate between types and various components of educational research.
- Critically evaluate various types of educational research as to their usefulness for practice in the field.
- Demonstrate commitment to lifelong learning.
- Demonstrate effective use of technology.
- Complete a literature review on a current issue in education using the APA style.

This syllabus may be revised as needed.

**Products:**
- Class participation and attendance
- Technology awareness assignment
- Research paper
- Oral Presentation on research paper--Power Point and rubric
- Discussion questions/participation
- Presentation of book series or reading program
- Journal article reviews--include copy of articles (2)
- Point/Counter Point discussion of controversial topics
- Reading Enhancement in My Classroom
- Reading strategies
- Traditional written exam

**Course Requirements and Demonstrated Competencies are Aligned with the Standards:**

*International Society for Technology in Education (ISTE)* [www.iste.org/standards](http://www.iste.org/standards)


**Core Assignments**

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<tr>
<th>Course Requirement</th>
<th>Demonstrated Competencies</th>
<th>Aligned Standards for Graduate Programs at Eastern Illinois University</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Knowledge Indicators: The competent reading teacher knows State &amp; national educational standards that are relevant to reading education</td>
<td>6. a. ability to collaborate and create positive relations within the school, community and profession in which they work</td>
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<tr>
<td>Technology Awareness Assignment</td>
<td>Performance Indicator: The competent reading teacher uses technology to support reading &amp; writing instruction</td>
<td>1. a. dept of content knowledge including effective technology skills and ethical behaviors</td>
</tr>
<tr>
<td>Research paper</td>
<td>Performance Indicator: The competent reading teacher uses technology to support reading &amp; writing instruction</td>
<td>2.a. critical thinking and problem solving 3.a. oral and written communication skills 4. a. an understanding of the role of research in the discipline</td>
</tr>
<tr>
<td>Oral Presentation on Research Paper</td>
<td>Performance Indicator: The competent reading teacher uses technology to support reading &amp; writing instruction</td>
<td>1.a. a depth of content knowledge including effective technology skills and ethical behaviors 2.a. critical thinking and problem solving 3.b. oral and written communication skills</td>
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<td>Discussion Question Packet</td>
<td>Knowledge Indicator: The competent reading teacher is aware of trends, controversies, &amp; issues in reading education</td>
<td>6.a. ability to collaborate and create positive relations within the school, community, and profession in which they work.</td>
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</table>
| Book Series/Reading Program       | The competent reading teacher knows a wide range of quality literature for students  
Performance Indicator: The competent reading teacher adjusts reading instruction to meet the needs of diverse learners as well as those who speak non-standard dialects.  
The competent reading teacher locates, evaluates, & uses literature for readers of all abilities & ages.  
The competent reading teacher uses various tools to estimate the readability of texts.  
The competent reading teacher designs, implements, & evaluates appropriate reading programs for small groups & individuals | 1.a. a depth of content knowledge including effective technology skills and ethical behaviors 3.b. oral and written communication skills |
| Journal Article Reviews           | Knowledge Indicator: The competent reading teacher knows exemplary programs and practices in reading education | 3.b. oral and written communication skills  
4.a. an understanding of the role of research in the discipline |
| Debate OR Reading Enhancement Project | Performance Indicator: The competent reading teacher designs, implements, & evaluates appropriate reading programs for small groups & individuals. | 3.b. oral and written communication skills  
4.a. an understanding of the role of research in the discipline  
5.a. ability to work with a diverse clientele, recognizing individual differences |
| Reading Strategies Presentation   | The reading teacher understands, respects, and values cultural, linguistic, and ethnic diversity & knows how these differences can influence learning to read.  
The reading teacher understands the | 1.a. a depth of content knowledge including effective technology skills and ethical behaviors |
<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Brief Description</th>
<th>Point Value (Approximate Weight)</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Participation</td>
<td>Participation includes presence and contribution during class sessions and support of peers in group work</td>
<td>75 pts. 17%</td>
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<td>Technology Awareness Assignment</td>
<td>Ability to search, locate, and use technology information on-line</td>
<td>20 pts. 4%</td>
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<tr>
<td>Research paper</td>
<td>Through research, students will develop a richer awareness and better understanding of the reading process</td>
<td>75 pts. 17%</td>
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<td>Oral Presentation on Research Paper</td>
<td>Students will be able to assimilate research knowledge to present ideas in a coherent, clear, well-defined format to peers.</td>
<td>25 pts. 5%</td>
<td></td>
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<tr>
<td>Discussion Question Packet</td>
<td>Students will demonstrate knowledge by completion of packet questions and through class discussion</td>
<td>20 pts. 4%</td>
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<td>Book Series/Reading Program Presentation</td>
<td>Students demonstrate knowledge of the strengths and challenges of using a basal. Students present components of textbook series.</td>
<td>15 pts. 3%</td>
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<tr>
<td>Journal Article Reviews</td>
<td>Student will analyze professional article related to reading and the implications of these concerns to the teaching profession.</td>
<td>20 pts. 4%</td>
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<td>Debate OR Reading Enhancement Project</td>
<td>Through a debate or a project format, students will examine issues in reading, relate current research to practice, and provide a project demonstrating a reading enhancement project.</td>
<td>50 pts. 11%</td>
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**Reading Strategies Presentation**  
Student will provide strategy presentations to the class demonstrating knowledge of metacognitive strategies and the importance of promoting use of metacognitive awareness.  
20 pts.  
4%

| Traditional Exams | Student demonstrates content knowledge of various areas of reading (fluency, comprehension, vocabulary development, use of technology, strategies for struggling readers, metacognition) | 100 pts. | 22% |

(Optional assignments may be added by the professor teaching each individual course of ELE5260.)

**Grading Scale:**
94-100 = A  
86-93 = B  
76-85 = C  
70-75 = D  
Below 70 = F

**Course Topics**

**Week One: Aug. 26**
Topic #1: Effective Reading Instruction  
What Research Says  
Course expectations, student information sheet, group introductions, small group work, Power Point on course

**Week Two: Sep. 2**
Topic #2: Holistic, Integrated Approaches, Constructivist Framework

**Week Three: Sep. 9**
Technology Awareness at Booth Library  
Topic #3: Research on Reading Instruction With the Internet

**Week Four: Sep. 16**
Topic #4: Early Intervention/Home and School Together

**Week Five: Sep. 23**
Topic #5: What We Know About Phonics

**Week Six: Sep. 30**
Topic #6: Word Consciousness in a Research-Based Vocabulary Program

**Week Seven: Oct. 7**
Test over first six topics

**Week Eight: Oct. 14**
Topic #7: Reading Fluency/Content Area Reading  
Meet in BB2445—Bring your flash drive

**Week Nine: Oct. 21**
Topic #8: Effective Practices for Developing Reading Comprehension  
Textbook Talks
Week Ten: Oct. 28
Topic #9: Reading/Learning Disability Intervention
Journal Article Review

Week Eleven: Nov. 4
Topic #10: Metacognition/Self-Regulated Comprehension

Week Twelve: Nov. 11
Topic #11: Standards, Assessment, Text Difficulty/High-Stakes Testing in Reading

Week Thirteen: Nov. 18
Test over Topics 7-11
Technology Notebook Due

Week Fourteen: Dec. 2
Research Papers Presentation

Week Fifteen: Dec. 9
Research Papers Presentation
Debates/Reading Enhancement Project
Topic #12: Multicultural Factors/Effective Instruction of Diverse Students

MLE 5260 References


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Reading strategies that assist content area reading. (nd). Retrieved October 24, 2005
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panel by topic area. (2002, September). Retrieved February 17, 2004 from
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Richards, J.C., Gipe, J.P. (2000). Focus on mainstreaming: Reading comprehension games for young students in
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